

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND PUBLIC SCHOOLS	School: Marie D. Durand Elementary
Chief School Administrator: DR. MARY GRUCCIO	Address: 371 W Forest Grove Rd
Chief School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: K-5
Title I Contact: Dr. Joanne Negrin	Principal: Mr. Dan Greco
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: dgreco@vineland.org
Title I Contact Phone Number: 856-794-6700	Principal's Phone Number: 856-794-6929

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dan Greco
Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 2 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,999,903, which comprised 96.34% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 5,099,888, which will comprise 97.35% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Kindergarten Orientation	#1, 2 and 3	Family engagement		\$500
Publishing Party	#1 and 2	Family engagement		\$500
Lending Library	#1 and 2	Student Achievement		\$750
Academic Clubs	#1, 2 and 3	Extended Time		\$1,200

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Dan Greco	School Staff-Administration	Yes	Yes	Yes	
Ms. Brandy Patch	School Staff-Teacher	Yes	Yes	Yes	
Mrs. Catherine Ravell	School Staff-Teacher	Yes	Yes	Yes	
Mr. Christopher Williams	Parent/PTO	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/1/15	Durand Elementary	Comprehensive Needs Assessment	x		x	
8/3/15 (Future Date)	Durand Elementary	Schoolwide Plan Development	x			
8/3/15 (Future Date)	Durand Elementary	Program Evaluation	x			

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

Marie Durand Elementary School will advance the intellectual, social and emotional development of all students. Our vision statement is intended to serve as a blueprint by which we will evaluate our progress.

- Offer a rigorous curriculum
- Infuse technology, while promoting critical thinking and problem solving
- Demonstrate positive self-esteem and behaviors by modeling the qualities of good character
- Celebrate a climate of diversity
- Form partnerships of encompassing parents, staff, students and community committed to developing life-long learners

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

No. The previous RTI program was changed to a Basic Skills Program.

2. What were the strengths of the implementation process?

Collaboration amongst the stake holders.

3. What implementation challenges and barriers did the school encounter?

The number of students who received services had to be reduced due to current staffing and scheduling restrictions

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The collaborative approach as we as the current "push-in" model appears to have been successful.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Most staff members were eager to work with their peers using a collaborative approach.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff perception was positive, and measured both informally and formally using survey data.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Based upon informal responses from parents, perceptions were positive.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Small group instruction was done both using a pull-out and a push in model. Services were concentrated at the first through third grade levels.

9. How did the school structure the interventions?

Daily push-in instruction was done at the lower levels in reading. Identified students received on level, small group instruction twice a week from their classroom teachers, and daily basic skills small group instruction services.

10. How frequently did students receive instructional interventions?

Daily push-in instruction was done at the lower levels in reading. Identified students received on level, small group instruction twice a week from their classroom teachers, and daily basic skills small group instruction services.

11. What technologies did the school use to support the program?

The following programs were used: Successmaker, Read 180 and Waterford

12. Did the technology contribute to the success of the program, and if so, how?

Yes, all programs not only provided levels of performance, but also specific areas of strength and struggle. In addition those programs are designed to address the areas in need of performance through repetition and remedial instruction.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	24		Basic Skills Instruction, Focus Groups, Read 180	
Grade 5	23		Basic Skills Instruction, Focus Groups, Read 180	
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	22		Basic Skills Instruction, Focus Groups, Read 180	
Grade 5	6		Basic Skills Instruction, Focus Groups, Read 180	
Grade 6				
Grade 7				
Grade 8				
Grade 11				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 12				
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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	85		Basic Skills Instruction (push-in), Small Group Instruction	
Grade 1	35		Basic Skills Instruction (push-in), Small Group Instruction	
Grade 2	28		Basic Skills Instruction (push-in), Small Group Instruction	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	65		Basic Skills Instruction, Small Group Instruction	
Grade 1	63		Basic Skills Instruction, Small Group Instruction	
Grade 2	26		Basic Skills Instruction, Small Group Instruction	
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Small Group Inst.		PARCC, KTEA testing, District Benchmarks	
Math	Students with Disabilities	Small Group Inst.		PARCC, KTEA testing, District Benchmarks	
ELA	Homeless			N/A	
Math	Homeless			N/A	
ELA	Migrant			N/A	
Math	Migrant			N/A	
ELA	ELLs	Basic Skills, Focus Groups		PARCC, District Benchmarks	
Math	ELLs	Basic Skills, Focus Groups		PARCC, District Benchmarks	
ELA	Economically Disadvantaged	Basic Skills, Focus Groups, Read 180		PARCC, Running Records/SRI District Benchmarks	
Math	Economically Disadvantaged	Basic Skills, Focus Groups		PARCC, District Benchmarks	
ELA		Basic Skills, Focus Groups, Read 180		PARCC, Running Records/SRI District Benchmarks	
Math		Basic Skills, Focus Groups		PARCC, District Benchmarks	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	ESY		PARCC, KTEA	
Math	Students with Disabilities	ESY		PARCC, KTEA	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Academic Clubs		PARCC, Running Records/SRI District Benchmarks	
Math	Economically Disadvantaged	Academic Clubs		PARCC, District Benchmarks	
ELA				PARCC, Running Records/SRI District Benchmarks	
Math				PARCC, District Benchmarks	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PLC/Vertical Teaming		PARCC results	
Math	Students with Disabilities	PLC/Vertical Teaming		PARCC results	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PLC/Vertical Teaming		PARCC results	
Math	ELLs	PLC/Vertical Teaming		PARCC results	
ELA	Economically Disadvantaged	PLC/Vertical Teaming		PARCC results	
Math	Economically Disadvantaged	PLC/Vertical Teaming		PARCC results	
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Grade level / School-wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
Math	Students with Disabilities	Grade level / School-wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Grade level / School-wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
Math	ELLs	Grade level / School-wide avademic events, Communication Tools (call out, newsletter,	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		website), Parent Conf., Back to School Night			
ELA	Economically Disadvantaged	Grade level / School- wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
Math	Economically Disadvantaged	Grade level / School- wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
ELA		Grade level / School- wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.
Math		Grade level / School- wide avademic events, Communication Tools (call out, newsletter, website), Parent Conf., Back to School Night	Yes	Attendance Sheets/Parent Survey	Attendance rates went up by 20% this year and 96% of parents surveyed feel that our school is meeting the needs of their child.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	SRI, PARCC, Running Records	
Academic Achievement - Writing	PARCC, District Writing Benchmarks	
Academic Achievement - Mathematics	District Math Benchmarks, PARCC	
Family and Community Engagement	Sign in Sheets (attendance rates), parent survey	While responses on surveys continue to be overwhelmingly positive, parent involvement, specifically percentage of involvement, continues to be a critical area in need of improvement. For school-wide events participation was at or near 50%, which remains close to previous years, while grade specific activities saw a decline in participation.
Professional Development	PD Survey, PARCC	PD Survey feedback from our PD Survey concludes that our staff development is well received. 70% of the staff feel that PD is job-embedded and 65% feel that PD has become a team learning process.
Leadership	Staff and Parent Survey	Both parents and teachers expressed (over 85% polled) positive feedback in regards to school climate on surveys.
School Climate and Culture	Parent Survey, Attendance/Suspension Rates, Staff Survey, HIB report	Suspension rate decreased almost 20%; school had least HIB referrals within the district. Both parents and teachers expressed (over 85% polled) positive feedback in regards to school climate on surveys.
School-Based Youth Services	N/A	
Students with Disabilities	PARCC	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students		
Migrant Students		
English Language Learners	N/A	
Economically Disadvantaged	SRI, PARCC	

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Data is gathered through a variety of sources including: Grade level and vertical team meetings, surveys and assessments. Formal and informal observations in various settings are also used to determine instructional needs. Finally, careful evaluation of existing teaching strategies, existing instructional materials and programs are utilized in conjunction with disaggregated assessment results to clearly identify the targeted populations and their specific needs.

2. What process did the school use to collect and compile data for student subgroups?

Data from the PARCC, district assessments, and reading levels will be disaggregated. Results from other pertinent assessments will be grouped and correlations will be made in reference to total population and subgroups. In addition, tracking forms will be used to indicate focus groups, students who have consistently performed just below or just above proficiency levels.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data collected comes from numerous sources that range from state standardized assessments to school-based results, thus providing a global perspective of the progress made as well as the areas in need of remediation.

4. What did the data analysis reveal regarding classroom instruction? N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?N/A

6. How does the school identify educationally at-risk students in a timely manner?

Using the district/school-based benchmarks and progress monitoring in both math and reading, via the BSI program, all students are monitored periodically. Those who continue to struggle are probed every eight weeks in an effort to identify and monitor their specific areas of need. At-risk students can also be identified through the use of state assessment, district benchmarks and series assessments. Direct teacher input through I&RS also assists in identifying at risk students.

7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are eligible for remedial services first through focus groups within the classroom and then remedial basic skills services both pull-out and push-in. . Their level of need determines their level of instruction. In addition, we offer several after school clubs and ESY (for special education students) to address the needs of most of our targeted populations.

8. How does the school address the needs of migrant students? N/A.

9. How does the school address the needs of homeless students?N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers continue to work in teams (PLCs and Vertical) in order to identify areas in need of improvement within the instructional program. They developed SMART goals, both grade level specific and school-wide.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Transition visits are arranged for students prior to changing levels. In addition, Parental Involvement is crucial. A kindergarten orientation and middle school orientation are available to parents and students. Finally, transition articulation meetings are held for district administrators.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Data from current and previous years along with informal discussions were used to select priority problems.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA performance on standardized tests	Closing the achievement Gap
Describe the priority problem using at least two data sources	Utilizing 13/14 data: Only 50% of the total population is proficient according to NJASK and our according to Successmaker roughly 60 % of students are on level.	Utilizing 13/14 data: There continues to be a significant discrepancy between our special education population and the general ed. population on both NJASK and district benchmarks in math and ELA (NJASK ELA-GE.-50%, SE-21% Math-GE-67%, SE-44%)
Describe the root causes of the problem	<ul style="list-style-type: none"> Our special ed. Population is reading at least 2 years below grade level. 41 of the students that fall into this category were not even instructed in our building. (out of school placements) Research has proven that Economically Disad. Populations are frequently below grade level. (over 70% of our population is Ec. Dis). While they are making growth, they are often unable to perform at a proficient level on NJASK 	<ul style="list-style-type: none"> Our special ed. Population is reading at least 2 years below grade level. 41 of the students that fall into this category were not even instructed in our building. (out of school placements)
Subgroups or populations addressed	All Students	Students with Disabilities
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA and Math
Name of scientifically research based intervention to address priority problems	CLI, CAFÉ model, Basic skills-push in model, Focus Groups, Lending Library, Peer Visitations	CLI, CAFÉ model, PD-vertical teaming, Everyday Mathematics, Small group instruction, Peer Visitations
How does the intervention align with the Common Core State Standards?	Utilized multiple interventions to gauge student response	Programs are in direct correlation to CCSS

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	3 rd and 4 th Grade Math	
Describe the priority problem using at least two data sources	Utilizing 13/14 data: For the 2 nd consecutive year our 3 rd and 4 th grade total pop. has performed significantly lower in Mathematics when compared to our 5 th grade population. NJASK (5 th - 78%, 4 th -60%, 3 rd -40%). According to the district math assessment there were more students performing at a below basic level in 3 rd and 4 th than there were at 5 th .	
Describe the root causes of the problem	<ul style="list-style-type: none"> • 3rd and 4th grade teams do not relay on common planning as much as the 5th grade level. • Less skills are introduced at the 5th level as part of everyday mathematics • Over reliance on everyday mathematics program 	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	Math	
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • PLC and vertical teaming to review curriculum and pacing guides • Basic Skills intervention model for struggling learners • Peer Visitations 	
How does the intervention align with the Common Core State Standards?	Utilized multiple interventions to gauge student response	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Small group inst.	Spec. Ed teachers	KTEA results	Documented results in student achievement: nea.org
Math	Students with Disabilities	Small group inst.	Spec. Ed teachers	KTEA results	Documented results in student achievement: nea.org
ELA	Homeless	Basic Skills Push-in model (1 st -3 rd grades)	Basic Skills Instr.	Running Records	Documented results in student achievement: nea.org
Math	Homeless	Basic Skills	Basic Skills Instr.	District Math Benchmarks	Documented results in student achievement: nea.org
ELA	Migrant	N/A			
Math	Migrant				
ELA	ELLs	Basic Skills Push-in model (1 st -3 rd grades)	Basic Skills Instr.	Running Records	Documented results in student achievement: nea.org
Math	ELLs	Basic Skills	Basic Skills Instr.	District Math Benchmarks	Documented results in student achievement: nea.org
ELA	Economically Disadvantaged	Basic Skills Push-in model (1 st -3 rd grades)	Basic Skills Instr.	Running Records	Documented results in student achievement: nea.org
Math	Economically Disadvantaged	Basic Skills	Basic Skills Instr.	District Math Benchmarks	Documented results in student achievement: nea.org
ELA		Basic Skills Push-in model (1 st -3 rd grades)	Basic Skills Instr.	Running Records	Documented results in student achievement: nea.org

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math		Basic Skills	Basic Skills Instr.	District Math Benchmarks	Documented results in student achievement: nea.org

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	ESY (Extended School Year)	District Supervisor	PARCC, KTEA	www.nj.gov/education
Math	Students with Disabilities	ESY (Extended School Year)	District Supervisor	PARCC, KTEA	www.nj.gov/education
ELA	Homeless	Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
Math	Homeless	Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
Math	ELLs	Academic Clubs	Admin., Club	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			advisors		
ELA	Economically Disadvantaged	Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
Math	Economically Disadvantaged	Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
ELA		Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net
Math		Academic Clubs	Admin., Club advisors	PARCC, SGO Benchmarks	www.statewideafterschoolnetwork.net

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
Math	Students with Disabilities	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
ELA	Homeless	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
Math	ELLs	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
ELA	Economically Disadvantaged	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
Math	Economically Disadvantaged	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
ELA	All Students	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd
Math	All Students	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profdev/pd

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

An internal review will be conducted by a committee comprised of teaching staff and administration.

2. What barriers or challenges does the school anticipate during the implementation process?

With a great number of variables at both the state and district level in regards to assessment, instruction, curriculum and teacher evaluation there are many unknown variables that will need to be addressed.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

By utilizing a collaborative approach with stakeholders, and by focusing on the priority of educating students the school will obtain the necessary buy-in.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Both formal and informal surveys of the staff will be utilized.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

A parent survey will be used.

6. How will the school structure interventions?

There will continue to be a strong emphasis on the "push-in" model this year. This will be done to better align on level instruction with remedial services.

7. How frequently will students receive instructional interventions?

Students in grades 1st-3rd will continue to receive daily interventions in ELA. All other students, as well as 1st-3rd in mathematics, will receive services at least two times per week for 40 min. In addition, 5th grade will be departmentalized and ability grouped to allow for more frequent and focused interventions

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. What resources/technologies will the school use to support the schoolwide program?

We will continue utilize READ 180 as an intervention tool. In addition a committee will be formed to look for additional ways to incorporate tech. to support our plan.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

SRI lexile levels, Fountas Pinnell records and district assessment scores will be utilized to determine effectiveness.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Data will be disseminated internally during level and school-wide meetings, and will through newsletters and school website for the community.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All Students K-2	Publishing Parties	K-2 staff	Attendance Rates, Parent Survey	Research supports that students given the opportunity to share published works with peers and family encourages them to take ownership and pride in work. (Caplan, 2000).
ELA/Math	All Students	Grade Level Events	All staff	Attendance Rates, Parent Survey	Research supports that students given the opportunity to share published works with peers and family encourages them to take ownership and pride in work. (Caplan, 2000).
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	All Students	Communication Tools-Agendas, Thurs Folders, Newsletters, Blackboard Call outs	All Staff	Parent Survey	According to research done by the Michigan Dept. of Ed., Lack of Parental Involvement is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup and Elam 1997)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All Students	Communication Tools- Agendas, Thurs Folders, Newsletters, Blackboard Call outs	All Staff	Parent Survey	According to research done by the Michigan Dept. of Ed., Lack of Parental Involvement is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup and Elam 1997)
ELA	All Students	Kindergarten Orientation	Kdg. Teachers	Attendance, Running Records, Math Benchmarks	When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement (<i>Caplan, 2000</i>).
Math	All Students	Kindergarten Orientation	Kdg. Teachers	Attendance, Running Records, Math Benchmarks	When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement (Caplan, 2000).

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Lack of a strong connection between home and school directly effects student achievement. Our student achievement initiatives must be directly connected to our PI goals

2. How will the school engage parents in the development of the written parent involvement policy?

Utilize the parent survey; include representatives of the PTO and School Planning Team in the development.

3. How will the school distribute its written parent involvement policy?

The policy is sent home the first week of school and requires a signature from all stakeholders. Copies are sent home in the Thursday folder as needed.

4. How will the school engage parents in the development of the school-parent compact?

Utilize the parent survey; include representatives of the PTO and School Planning Team in the development.

5. How will the school ensure that parents receive and review the school-parent compact?

The compact is sent home the first week of school and requires a signature from all stakeholders. Copies are sent home in the Thursday folder as needed.

6. How will the school report its student achievement data to families and the community?

Data is reported through local media, school-based and district webpages as well as the school newsletter.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Notification is sent home via mail and the information is highlighted in the school newsletter.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents receive directions to access the Department of Education's webpage with pertinent information. (School Report Cards)

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

A representative from the PTO was involved in regards to planning PI opportunities and to provide feedback. Direct data from our Parent Survey was directly used in both the needs assessment and plan development.

10. How will the school inform families about the academic achievement of their child/children?

In addition to traditional report cards and progress reports, parents are able to monitor the daily achievements using the parent portal component of our gradebook via the internet. In addition, individual assessment results are sent, by the district, to parents.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funds were used for supplies and food for school events and informational sessions. Each grade level sponsored two activities per year, in which funds were utilized.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	44	At the school level the following are implemented to retain highly qualified staff: <ol style="list-style-type: none"> 1. mentoring program 2. collaborative approach involving PLCs and Vertical teams staff recognition program along with several activities to build school spirit (staff Olympics)
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	12	At the school level the following are implemented to retain highly qualified staff: <ol style="list-style-type: none"> 3. mentoring program 4. collaborative approach involving PLCs and Vertical teams 5. staff recognition program along with several activities to build school spirit (staff Olympics)
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Human Resources Dept. is primarily responsible for attracting highly-qualified teachers.	HR dept. staff
3.	